

GRADUATE DIPLOMA IN EDUCATION (PRIMARY)
MID YEAR INTAKE

EDU4PLN - **LITERACY AND NUMERACY**

MAJOR ASSIGNMENT

PART 1 - **'ADDICTED TO BASE'** UNIT PLANNING DOCUMENT

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Week	Inquiry BASE(d) Stage	Lesson	Focus	Description	VELS and Assessment
1	Tuning In	1	Literacy	General Overview of BASE Canon In a group of 4, the students pick up any book written by Graeme Base that features a short rhyme on the very first page before the start of the story. Each group would comprehend the text in the rhyme and try to predict what the story is about. While working out the meaning of the rhyme, 2 members will highlight and note down the “unfamiliar words” and the “key words” that help in identifying the hidden meanings in the rhyme and the other 2 members will make a short presentation of their prediction in front of the class.	VELS At level 3, the students interpret the main ideas and purpose of texts. They use several strategies to locate, select and record key information from texts. Also, they project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. Evaluation / Assessment The teacher can assess the students' ability to work in a team where each member is responsible for 1 particular role. Also, the teacher can ask the students to think about the significance of the rhyme at the beginning of the text.
		2	Literacy	Rhyme and BASE (R'n'B) In a group of 5, the students will read another book by Graeme Base. They focus on the rhythm throughout the text. The students need to identify and make a list of the rhyming words and the basic pattern that the rhyme is based on. Based on the BASE books and following any of the BASE idea, the students create their own short work of a rhyme. Also, they will create a picture that depicts the idea of the rhyme. The group will share their work with the class.	VELS At progression point 2.75 the students make use of their own knowledge of language structures and features in reading texts that present new and unfamiliar ideas and information. The students practise note-taking and recording of key information from a range of texts. Also, at progression point 2.75, they compose texts of three or four logically ordered paragraphs. Evaluation / Assessment The teacher can assess the prior knowledge of the children on their vocabulary. The teacher can assess the students on the basis of the strategies that they use to create the rhyme. Also, the teacher can assess the students on their ability to analyse, comprehend, relate, etc.
	Finding Out	3	Literacy, Numeracy, Arts, Humanities	Building on BASE (Research) Groups of 5 will be given a Graeme Base text to research. They will have to read the text as a group and look for all the themes contained within the text. These themes will be noted down on an A5 sheet of paper using different coloured markers to denote the different themes. At the end of the activity, all the sheets of paper will be stuck on the wall and the class will be able to see at a glance, the common themes running through the books. For example, if Green is used to denote Environment, then it will be easy for the children to see which books have an environmental focus.	VELS At progression points: 2.25, 2.50 & 2.75, students should be able to read and respond to an increasing range of imaginative texts and interpret the main themes. They should be able to make inferences from imaginative texts about plot and setting. They should also be able to use strategies to locate, select and record key information. They should be able to vary their speaking and listening and be able to project their voice adequately for an audience. Evaluation / Assessment The teacher can assess the students' reading and comprehension skills. The teacher can assess their ability to make meaning of the text and decipher the primary and secondary themes running through the text. The teacher can also assess their presentation skills and their ability to work as a team.
2	Sorting Out	4	Numeracy	BASEline (Number Line) Students individually rate (out of 100) each of the Graeme Base books according to their engagement with a certain criterion (e.g. Strength of Mathematics focus, Strength of Humanities focus) and then rank the nine books on a separate number line for each criterion. Extension: Students work in groups or individually to calculate the class average rating for each book for each criterion, then compile a class number line for each criterion.	VELS Students recognise points on unbroken (continuous) number lines. Evaluation / Assessment Teacher informally assesses student learning through interaction with the students asking for the reasoning and logic of their ratings. Clarity and accuracy of student's number lines. Students can justify the placements of books on number lines. Extension students: accuracy of calculations.
		5	Humanities	BASE-O-Diversity (Spotlight on The Waterhole) Students work in groups of 3 – 4 to select a continent or region and research its endangered animals or threats and challenges to conservation (What animals are endangered, why are they endangered, how many are left, what can be done to save them...?) Students can use the animals found in The Waterhole as a starting point. In their groups, students write a few sentences to summarise their research. Each group of 'experts' now presents their research to jigsaw groups. Extension: How does/will drought affect their chosen area.	VELS Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Evaluation / Assessment Research skills. Summary of major conservation points. Language and presentation of 'experts'.
	Going Further	6	Art (Drama), Literacy	C(h)oral Reading and Script Writing (Spotlight on The Sign of the Seahorse) Groups of 3 or 4 students will choose 1 GB book for the lesson. Write a short script from the book that they will then perform as a choral reading. The task is for the groups to present the overriding theme or message from their book. The script will either be a summary of the book or could focus on one or a few key pages from the book. Write the script with thought as to how the performance will sound. Perform the choral reading in front of the class at the end of the lesson.	VELS Drama: students communicate ideas and explore ways to communicate concepts. They reflect on their own and other people's arts works and ideas, identifying key features of works and performances. English: they use a range of strategies to interpret the main ideas and purpose of texts. They participate in presentations, learning to vary their speaking and listening to suit the context, purpose and audience. In rehearsed situations they learn how to project their voice adequately for an audience and to use appropriate spoken language. Evaluation / Assessment Working co-operatively with in each group. Equal share of responsibility. Did the group portray the main theme or message from the book? Class discussion after each choral reading to discover the meaning / message. Was the reading lively / engaging / all in time? Observe and listen to the students as they read.
3		7	Numeracy	BASE² (Spotlight on Uno's Garden) Groups of 5 will focus on the Numeracy theme in Uno's garden. Each group will be given one Mathematical concept to investigate in relation to how it is used in the text. Examples include the understanding of Place value, Number lines with increasing and decreasing numbers, Addition, Subtraction, Multiplication, Division, Squares of numbers, Multiples of numbers and Prime numbers. Each group will have to come up with their own mathematical pattern to explain their concept. These patterns will then be presented by each group in turn at the end of the activity.	VELS At progression points: 2.25, 2.50 & 2.75, students should be able to use place value, they should be able to skip count forwards and backwards from various starting points using multiples of 2, 3, 4, 5, 10 and 100. They should be able to compute with numbers using all four operations. They should be able to use written methods for addition and subtraction up to 999, multiplication by single digits and division by a single-digit divisor. Evaluation / Assessment The teacher can assess the students' understanding of place value, number lines, squares and multiples, prime numbers and computational skills using all four operations. The teacher can also assess their presentation skills and their ability to work as a team.
		8	Literacy	AnaGRAEMEs (Spotlight on Animalia) The teacher will read the book, Animalia, to the class, emphasizing each of the descriptive words used in the book. Each child in the class will then get to select one word of his or her choice. Each student will then have to research his or her word thoroughly and come up with 2 of 3 lines of rhyming poetry to define that word. They will also be encouraged to do a drawing to further explain the meaning of their word. Each word will then be incorporated into a class dictionary, a copy of which will be given to each child. This will give the children a sense of ownership and pride when they see their work published.	VELS At progression points: 2.25, 2.50 & 2.75, students should be able to use strategies to locate, select and record information. They should be able to combine verbal and visual elements in the texts they produce. They should also be developing confidence in writing a range of imaginative and informative texts using simple descriptions. Evaluation / Assessment The teacher can assess the students' vocabulary and ability to research the meaning of words using different kinds of technology. The students' drawing skills can be assessed and when they make up their definitions for their chosen words, their higher order thinking skills can also be assessed.
	Making Conclusions	9	Numeracy	HistoGRAEMEs and PictoGRAEMEs The class generates questions based on the book's themes to survey and graph. Questions could include: What is your favourite Graeme Base book? Why is that your favourite? What is your least favourite book? Why is it your least favourite? The results will be tallied on the board for all the class to use. As the whole class, a large pictograph using the front covers of the books will be created on the board. Individually each student then creates 2 graphs using 2 different question results.	VELS Maths: Measurement, chance and data: Students conduct experiments and collect data to construct simple frequency graphs. They use a column or bar graph to display the results of an experiment (for example, the frequencies of possible categories). Working Mathematically: Students learn to recognise practical applications of mathematics in daily life and use a variety of computer software to organise and present data. Evaluation / Assessment Teacher will question the class while they are generating the large pictograph on the board. What are the reasons for the results? Why was (insert book tile here) such a clear favourite? What are some other ways to present the data? What would be the best way to graph these results? Students self evaluate themselves regarding the whole with a rubric which will be collected.
	Taking Action	10	Art (Visual)	World of BASE (Poster Presentation) Students work individually to create a poster that creatively displays their understandings of themes and ideas presented throughout the Addicted to BASE unit. They create their own fictional World of BASE that could possibly be the next Graeme Base book. Poster is to contain a Setting / Place, Environmental Theme / Social Issue, Character, Costume, Animal / Creature, Instrument / Band, Mystery, Plot, Alliterative Poem and Book Title. Students present their posters to the rest of the class at the end of the lesson.	VELS Art (Visual): Students explore and respond to their own and others' arts works, students develop skills, techniques and processes for expressing ideas, and signifying purpose. They communicate concepts arising from their personal experiences and from the world around them by exploring ideas sourced from their imagination and from their own and other cultures. Students reflect and identify techniques and features of other people's works that inform their own arts making. Evaluation / Assessment Ask students reasons why they chose those themes, characters, etc. Does their poster convey all the Graeme Base info they wanted it too? What did they learn from this unit? What was their favourite part of the unit? Students complete their self evaluation rubric. Teacher may question students about their self evaluation, as a whole class at the end of the unit and some individuals afterwards.

GRAEME BASE INQUIRY UNIT PLANNING DOCUMENT - Term:		Weeks:		Date:					
UNIT TITLE: ADDICTED TO BASE VELS Level 3		Visual Spatial	Verbal Linguistic	Logical Mathematical	Bodily Kinesthetic	Musical Rhythmic	Interpersonal	Intrapersonal	Naturalistic

Physical, Personal and Social Learning	Health and Physical Education	<i>The Eleventh Hour</i>			<i>The Sign of the Seahorse</i>	<i>Jungle Drums</i>	<i>The Sign of the Seahorse</i>		<i>Jungle Drums</i>
	Interpersonal Development	<i>Enigma</i>	<i>The Sign of the Seahorse</i>	<i>Uno's Garden</i>	<i>The Sign of the Seahorse</i>	<i>Jungle Drums</i>	<i>The Sign of the Seahorse</i>	<i>The Sign of the Seahorse</i>	<i>Uno's Garden</i>
	Personal Learning	<i>Jungle Drums</i>	<i>Jungle Drums</i>		<i>Jungle Drums</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>
	Civics and Citizenship	<i>Uno's Garden</i>	<i>Uno's Garden</i>	<i>Uno's Garden</i>		<i>Uno's Garden</i>	<i>The Waterhole</i>	<i>The Waterhole</i>	<i>Uno's Garden</i>
Discipline Based Learning	The Arts	<i>Art of Graeme Base</i>	<i>Art of Graeme Base</i>	<i>Uno's Garden</i>	<i>The Sign of the Seahorse</i>	<i>The Worst Band in the Universe</i>	<i>The Sign of the Seahorse</i>	<i>Art of Graeme Base</i>	<i>Art of Graeme Base</i>
	English	<i>Animalia</i>	<i>Animalia</i>	<i>Uno's Garden</i>	<i>The Sign of the Seahorse</i>	<i>The Worst Band in the Universe</i>	<i>The Sign of the Seahorse</i>	<i>Jungle Drums</i>	<i>The Waterhole</i>
	Humanities	<i>The Waterhole</i>	<i>Uno's Garden</i>	<i>Uno's Garden</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>	<i>Uno's Garden</i>	<i>Jungle Drums</i>	<i>The Waterhole</i>
	LOTE	<i>Jungle Drums</i>	<i>Jungle Drums</i>		<i>Jungle Drums</i>	<i>The Worst Band in the Universe</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>	
	Mathematics	<i>Uno's Garden</i>	<i>Enigma</i>	<i>Uno's Garden</i>	<i>Enigma</i>	<i>Jungle Drums</i>	<i>Enigma</i>	<i>Enigma</i>	<i>Uno's Garden</i>
	Science	<i>The Waterhole</i>	<i>The Waterhole</i>	<i>Uno's Garden</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>			<i>The Waterhole</i>
Interdisciplinary Learning	Communication	<i>Enigma</i>	<i>The Eleventh Hour</i>	<i>The Eleventh Hour</i>	<i>The Eleventh Hour</i>	<i>Jungle Drums</i>		<i>Jungle Drums</i>	<i>Jungle Drums</i>
	Design, Creativity and Technology	<i>The Worst Band in the Universe</i>	<i>The Eleventh Hour</i>	<i>The Eleventh Hour</i>	<i>The Worst Band in the Universe</i>	<i>The Worst Band in the Universe</i>	<i>The Sign of the Seahorse</i>	<i>Jungle Drums</i>	<i>Jungle Drums</i>
	ICT	<i>The Eleventh Hour</i>	<i>Animalia</i>	<i>Enigma</i>	<i>Enigma</i>	<i>The Worst Band in the Universe</i>	<i>Enigma</i>	<i>Enigma</i>	<i>Animalia</i>
	Thinking Processes	<i>Animalia</i>	<i>Animalia</i>	<i>Uno's Garden</i>	<i>The Sign of the Seahorse</i>	<i>Jungle Drums</i>	<i>The Waterhole</i>	<i>Jungle Drums</i>	<i>Uno's Garden</i>

<p>Notes:</p> <p>Major (and Minor) focus within each lesson and the books used. Lesson 1: Literacy - All books. Lesson 2: Literacy - All books. Lesson 3: Literacy and Numeracy (Arts and Humanities) - All books. Lesson 4: Numeracy - All books. Lesson 5: Humanities - The Waterhole. Lesson 6: Art - Drama (Literacy) - The Sign of the Seahorse. Lesson 7: Numeracy - Uno's Garden. Lesson 8: Literacy - Animalia. Lesson 9: Numeracy - All books. Lesson 10: Art - Visual - All books.</p> <p>See attached student self evaluation rubric, for use at the end of the unit in Lessons 9 and 10.</p>
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ADDICTED TO BASE UNIT - STUDENT SELF EVALUATION RUBRIC

Name: _____

		BEGINNER BASER	BETTER BASER	BRILLIANT BASER
LITERACY	1. Reading / Discussion			
LITERACY	2. Rhymes			
LITERACY	3. Research			
NUMERACY	4. Number Line			
HUMANITIES	5. The Waterhole			
ART (DRAMA)	6. Script / Choral Reading			
NUMERACY	7. Uno's Garden			
LITERACY	8. Animalia Dictionary			
NUMERACY	9. Survey / Graph			
ART (VISUAL)	10. Poster			

Write a comment about how you worked during this unit.